

CALIFORNIA SCHOOLS

APRIL, 1949

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TEACHER SUPPLY AND DEMAND

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In 1941 the State of California began to lose ground in its effort to supply an adequate number of fully qualified teachers to staff the elementary and secondary schools of the state. This was largely because of the increasing number of teachers who left the classroom to engage in war service. At the same time that teachers were leaving the profession for war service, California had a tremendous influx of population as the result of the establishment of large numbers of war-time industries and military bases on the Pacific coast.

In 1942, the State Board of Education passed a regulation authorizing the issuance of emergency credentials to applicants who were unable to meet regular credential standards. This was considered a temporary, war-time measure in order to assure a sufficient supply of teachers to keep open the classrooms of California's public schools. In the school year 1944-45, the supply of California-trained teachers was at its lowest ebb; the teacher education institutions graduated only 1,390 teachers. At this same time the need for teachers was increasing rapidly. This accelerated increase in the demand for teachers is indicated by the fact that 8,760 emergency credentials were issued that same year, or nearly double the number issued the previous year. In spite of the return of teachers from the armed services, the number of emergency credentials issued had again doubled by the school year 1947-48. The number of teachers needed continues to outstrip the supply of fully trained teachers.

DEMAND FOR TEACHERS

In an effort to determine the present and future demand for teachers¹ the Division of State Colleges and Teacher Education has completed an extensive investigation, using three measures of teacher demand: (1) a survey made through the offices of the county superintendents of schools of the number and types of credentials actually being used in each county of the state; (2) reports submitted by the placement bureaus covering the demand for various types of credentialed personnel; and (3) an estimate

¹ The term teacher as used in this report, includes classroom teachers, supervisors, administrators, and other credentialed personnel employed in the public schools of the state.

NOTE: Various aspects of the problem of teacher supply and demand in California are being studied by the California Teachers Association, and a preliminary report of that study has been published: "Teacher Supply and Demand Survey in California," *Sierra Educational News*, XLV (February, 1949), 9.

of the number of new teachers needed to replace the deceased and the retired and the number needed to take care of the increasing school population.

1. Reports From County Superintendents of Schools

The present and immediate demand for teachers is indicated by the number and types of credentialed personnel currently employed and the teaching fields in which there are the largest number of emergency credentials. The number and kinds of emergency credentials furnish a clear picture of the extent to which the demand has exceeded the supply of fully qualified teachers. Each county superintendent listed the number of teachers employed and types of credentials being used in his county as of October 31, 1948. Since many people hold several credentials, all of which may be on file in the county office, the county superintendents were directed to list each credentialed person under the category in which he received half or more of his October salary. The results of this survey appear in Table 1.

TABLE 1
NUMBER OF REGULAR AND EMERGENCY CREDENTIALS, BY TYPE, IN USE
ON OCTOBER 31, 1948, AS REPORTED BY COUNTY
SUPERINTENDENTS OF SCHOOLS

TYPE OF CREDENTIAL	NUMBER OF CREDENTIALS			PERCENTAGE OF EMERGENCY CREDENTIALS
	Total	Regular	Emergency	
Administration.....	3,819	3,613	206	5
Adult Education.....	2,236	1,600	636	28
Child Welfare and Supervision of Attendance.....	24	18	6	25
General Elementary.....	31,650	23,511	8,139	26
General Secondary.....	19,277	17,252	2,025	11
Health and Development.....	1,156	771	385	33
Junior College.....	247	247	0	-----
Junior High School.....	2,406	2,375	31	1
Kindergarten-Primary.....	3,002	2,119	883	29
Special Secondary: (Total).....	(8,962)	(8,309)	(653)	(7)
Agriculture.....	410	400	10	2
Art.....	710	690	20	3
Aviation.....	1	0	1	100
Business Education.....	532	520	12	2
Homemaking.....	790	745	45	6
Industrial Arts, Vocational, Trade and Industrial Educ.....	1,395	1,371	24	2
Librarianship.....	254	238	16	6
Lip Reading, Deaf, Blind.....	24	24	0	-----
Mentally Retarded Child.....	526	107	419	8
Military Science.....	3	3	0	-----
Miscellaneous.....	1,811	1,811	0	-----
Music.....	1,075	1,020	55	5
Physical Education.....	1,287	1,267	20	2
School Psychologist.....	52	44	8	15
School Psychometrist.....	53	32	21	40
Speech Arts.....	18	18	0	-----
Speech Correction.....	21	19	2	10
Supervision.....	705	631	74	10
Total.....	73,484	60,446	13,038	18

The total number of teachers reported by the county superintendents of schools, namely, 73,484, is startling in comparison with the only number previously announced, which is approximately 55,000. This variance requires explanation. Why are 73,000 teachers reported instead of 55,000? The county superintendents were asked to report all certificated employees, listing each credentialed person once only, and as already explained, if a teacher had two assignments, he was to be listed under the credential authorizing the service for which he was paid the largest proportion of his salary. This should have obviated any duplicate listings.

The Bureau of Education Research, State Department of Education, included in its recent salary survey 53,824 full-time elementary school, high school, and junior college teachers and 6,596 other certificated personnel, which included deputy administrators, supervisors, department heads, nurses, librarians, and others.¹ This leaves 13,064 of the county superintendents' total of 73,484 unaccounted for. Some of them are the 1,334 credentialed persons in the offices of county superintendents of schools, and the 127 city and county superintendents of schools, who hold credentials. Part-time and substitute teachers, however, make up the larger part of the difference. Prior to World War II, approximately 15 per cent of the teachers employed in the state were in the category of part-time or substitute teachers. On the basis of this figure, it may be assumed that approximately 11,000 teachers were employed part-time at the date of the salary study and were therefore not included in it. The county superintendents of schools may have listed a small number of exchange teachers and a few teachers who had assignments in two counties.

As a second means of verifying the 73,484 figure, the data in the office of the State Teachers' Retirement System were examined. Teachers currently contributing to the Teachers' Retirement Fund number 66,601. Not included in the retirement records are teachers ineligible for participation because their teaching is less than the minimum of one hour per day for at least ten days per month. Included also in the ineligible group are those who teach less than five months in a school year. In the first category fall many teachers of classes for adults, where the usual assignment is a class of two hours per week for one or two semesters. In the second ineligible group will be found many substitute teachers.

The Bureau of Education Research and the State Teachers' Retirement System, which were consulted in determining the reasons for the difference between the figure of 53,824 teachers included in the salary study and the figure 73,484 given by the county superintendents of schools, were of the opinion that the number reported by the county offices represents the actual situation. Six county superintendents whose reports showed the greatest difference when compared with the records on file in the office of the State Teachers' Retirement System were consulted concerning the reasons for these differences. All were of the opinion

¹ *Salaries of Certificated Employees in California Public Schools, 1948-49.* Prepared by Bureau of Education Research. Sacramento: California State Department of Education, January, 1949, p. 3.

that both reports were accurate and that the differences were due to the large number of part-time, adult, and substitute teachers counted in one report but not in the other. Certainly it seems that an accurate count of the number of certificated personnel employed can be made in the office of the county superintendent of schools. Actually, it is only through the county offices that an accurate count of all teachers can be made.

The Credentials Office of the State Department of Education in the year 1947-48 issued 42,298 *documents*, of which 35,592 were *credentials*. Some question has arisen of the need for issuing so large a number of credentials among only 53,824 teachers. The 73,484 figure helps to explain this. In addition, when it is considered that emergency credentials must be reissued yearly, that credentials for teaching adults are often used for short periods of time only, and that many teachers hold two or more credentials although using but one of these at a time, it no longer appears surprising that 35,592 credentials were issued in one year.

Table 1 shows that 18 per cent (13,038) of the credentialed personnel reported on October 31, 1948, were employed on the basis of emergency credentials. From May 1 to October 31, 1938, the Credentials Office issued 13,337 emergency credentials. Since each emergency credential is issued on the basis of a need for filling a specified position then vacant, it might appear that approximately 300 teachers received emergency credentials which were not used.

Does this constitute an abuse of the emergency credentials provisions? It does not, for at least half of the apparent discrepancy of 300 between the number of emergency credentials issued and the number reported to be in use resulted from issuance of emergency credentials in May or June to teachers who were able, through attending summer session or by further verification of previous training, to qualify for regular credentials prior to October 31. Another large number of regularly credentialed teachers is known to be performing, during part of their school time, services of specialized nature not authorized by their regular credentials but covered by emergency credentials. Since the survey listed only the one credential under which the major portion of salary was paid and which in such cases was the regular credential, no accounting of the use of the emergency credential was possible. *These facts warrant the conclusion that abuses in issuance of emergency credentials, if any, are negligible.* The anticipation, however, of a greater supply of regular teachers, does point to the necessity for more stringent regulations in the issuance of emergency credentials in the future. The greatest need for credentialed personnel, as measured by the number of emergency credentials in use, is in the areas of school psychometry (40 per cent), health and development (33 per cent), kindergarten-primary education (29 per cent), adult education (28 per cent), general elementary education (26 per cent), and child welfare and supervision of attendance (25 per cent).

TABLE 2

PERCENTAGE OF CREDENTIALED PERSONNEL IN EACH COUNTY EMPLOYED
ON THE BASIS OF EMERGENCY CREDENTIALS ON OCTOBER 31, 1948

County	Percent- age of creden- tialed per- sonnel employed on emer- gency creden- tials	Number of creden- tialed per- sonnel employed	Percentage of credentialed personnel with emergency credentials, by type of credential				
			Gen. Elem.	Kgtn.- Prim.	Gen. Sec.	Jun. High	Spec. Sec.
Santa Clara	6	1,922	10	9	5		
San Francisco	8	4,852	11	1	10	13	12
San Mateo	9	2,051	13	5	5		2
Sacramento	10	1,670	20	5	5		
Placer	11	521	20		10		3
San Diego	13	3,675	20	7	8	1	6
Alameda	14	4,506	19	10	9	1	8
Contra Costa	15	2,083	24	3	4	2	5
Monterey	16	1,120	28	10	9	5	3
Santa Cruz	16	503	25		10		8
Los Angeles	17	26,497	22	45	9	1	8
Marin	17	509	23	20	11		7
Butte	18	469	24	11	13		2
Napa	18	252	30		15		
Orange	18	1,804	30	8	6		6
Santa Barbara	18	822	31	11	10	6	
Tuolumne	18	95	24		11		
Yolo	18	319	23	17	15		6
Glenn	19	143	20		25		6
Humboldt	19	482	22	80	21		2
Kern	20	2,026	27	6	11		9
Sonoma	20	660	24	66	15		5
San Joaquin	21	1,252	35	20	11		5
Fresno	22	2,259	31	8	12		6
San Bernardino	22	2,232	35	11	13	2	5
Ventura	22	834	37	14	6		3
San Benito	23	113	39				
San Luis Obispo	23	425	26	40	23		10
Stanislaus	24	1,015	42	15	13		4
Amador	25	88	27		20		9
Calaveras	25	76	23		31		
Inyo	25	145	34	33	20		
Siskiyou	25	274	28		32		
Riverside	26	1,251	40	8	19	2	7
Mendocino	27	271	32		33		
Sutter	27	212	41		22		
Solano	28	802	42	11	17		3
Tehama	28	167	30	33	60		
El Dorado	29	132	30	100	20		16
Colusa	30	123	34		35		32
Lassen	30	186	42		24		6
Mariposa	31	71	36		29		40
Nevada	32	154	41		11		17
Kings	32	535	49	8	18		5
Tulare	32	1,381	45	5	16	8	9
Merced	33	521	43		23		12
Imperial	34	542	46	13	22	8	11
Shasta	34	367	45	50	9		15
Yuba	34	246	47		27	14	13
Del Norte	36	67	48		20		33
Lake	37	101	33		48		
Modoc	39	82	47		30		20
Sierra	41	32	44	100	40		
Trinity	41	46	50		40		
Plumas	42	126	52		32		17
Madera	43	356	55	33	39		28
Mono	50	14	50		66		
Alpine	60	5	60				

The demand for personnel to be employed on the basis of emergency credentials is not uniform in California, but varies considerably according to the location of the county of employment. Table 2, in which the counties are arranged in order of the percentage of credentialed personnel employed on the basis of emergency credentials, shows clearly that the geographically favored areas of the state, where better teaching situations are obtainable and where higher salaries generally prevail, have fewer emergency teachers. The greatest percentage of emergency teachers is found in those counties that are largely mountainous and rural in nature. Any new policies dealing with the cutting off of emergency credentials for the state as a whole must recognize this extreme variation between counties.

2. Report by the Placement Bureaus

The 28 placement bureaus maintained by accredited teacher-education institutions of the state and the Los Angeles and San Francisco offices of the California Teachers' Association Placement Bureau were asked to indicate: (1) the number of credentialed persons placed during the placement season of May 1 through October 31, 1948; (2) the number of calls for such persons; and (3) the areas in which the shortage seemed to be critical, those in which the supply and demand seemed to balance, and those in which there seemed to be an oversupply. Table 3 summarizes this report.

There was considerable duplication in the reports of the placement bureaus. Many of them received calls regarding the same vacancies, and several took credit for the same placement. Hence the aggregate figures in Table 3 are not an index of the number of job openings, but rather, taken as a whole, they tend to show the types of preparation in demand in terms of the number of times these various bureaus placed teachers so trained and were called upon to supply such personnel.

The placement bureaus were asked to report their experience with respect to supply and demand, that is, whether the demand for each type of credential seemed to indicate a critical shortage, whether the supply and demand seemed to balance, or whether there seemed to be an oversupply of teachers prepared for teaching in that field. The credentialed personnel for which demand exceeded supply were in the fields of kindergarten-primary education, elementary school education, elementary school supervision, elementary school administration, homemaking, art, business education, music, mathematics, physical science, industrial arts, agriculture, librarianship, women's physical education, health and development, teachers of the mentally retarded child, school psychometrist, and school psychologist.

An oversupply of candidates was available for employment in junior college, in secondary school administration, and in secondary school

TABLE 3

NUMBER OF PLACEMENTS MADE, NUMBER OF APPLICANTS UNPLACED,
AND NUMBER OF CALLS RECEIVED BY PLACEMENT BUREAUS, MAY 1
TO OCTOBER 31, 1948, ACCORDING TO TYPES OF CREDENTIALS

TYPE OF CREDENTIAL	NUMBER PLACED	NUMBER UNPLACED	NUMBER OF CALLS	DEMAND*
Administration.....	383	32	1,693	(Elem.) 1
Adult Education.....	11	1	42	
General Elementary.....	1,688	111	12,097	1
General Secondary: (Total).....	(2,373)	(362)	(8,077)	
Art major.....	59	5	332	1
Business Education major.....	161	23	515	1
English major.....	413	89	1,312	2
Language major (Total).....	(164)	(52)	(444)	
French.....	29	8	63	3
German.....	10	3	9	3
Latin.....	16	7	90	2
Spanish.....	74	18	267	2
Others.....		16	15	
Life Science major.....	117	21	271	2
Mathematics major.....	153	22	634	1
Music major.....	67	14	333	1
Physical Education—Men.....	157	29	470	3
Physical Education—Women.....	65	12	420	1
Physical Science major.....	97	6	368	1
Social Studies major.....	505	89	758	3
Other majors or not designated.....	450		2,220	
Health and Development.....	12	2	105	1
Junior College.....	153	20	949	3
Junior High School.....	177	18	391	2
Kindergarten-Primary.....	168	3	2,552	1
Special Secondary: (Total).....	(1,065)	(203)	(3,093)	
Agriculture.....	29	2	137	1
Art.....	104	34	155	2
Business Education.....	74	13	253	
Homemaking.....	141	14	680	1
Industrial Arts.....	142	13	750	
Librarianship.....	25	8	141	1
Mentally Retarded.....	2	11	30	1
Music.....	203	45	394	2
Physical Education (Men).....	178	47	192	3
Physical Education (Women).....	155	13	287	1
School Psychologist.....	7	2	25	1
School Psychometrist.....	2		7	1
Speech Arts.....	3	1	42	2
Supervision.....	76		438	(Elem.) 1
Total.....	6,106	752	29,437	

* 1—shortage critical; 2—supply and demand balanced; 3—oversupply.

teaching which requires major preparation in the fields of foreign languages, social studies, and men's physical education. There was considerable disagreement with respect to English majors. Some bureaus, such as the Appointment Service at Stanford University, reported an oversupply, while other offices, such as the Los Angeles office of the California Teachers' Association, reported a shortage.

3. Number of New Teachers Needed

The Bureau of Education Research, State Department of Education, estimates that because of increased enrollment California will need 2,323 more teachers in the school year 1949-50.

The State Teachers' Retirement System estimates that 6,400 new teachers will be needed to replace those lost to the profession during the

year. Retirement will remove 1,400 teachers from the schools; death will take 500 more; and 4,500 teachers will resign and leave the profession. The total number of additional teachers needed next year will therefore be 8,723. Table 4 shows how these estimates are divided between the elementary and secondary school levels.

TABLE 4
ESTIMATE OF NEW TEACHERS NEEDED, 1949-50

Teaching level	Number needed for replacement of teachers removed from the profession			Number needed because of increased enrollment*	Total number needed
	By death	By retirement	By resignation		
Elementary School-----	250	700	3,500	2,180	6,730
Secondary School-----	250	700	900	143	1,993
Total-----	500	1,400	4,500	2,323	8,723

* Elementary school estimate is based on an expected enrollment increase of 6.8 per cent and a pupil-teacher ratio of 34 to 1; the secondary school estimate is based on an expected enrollment increase of 1 per cent and a pupil-teacher ratio of 25 to 1. See "Enrollment in California Public Schools, October 31, 1948," *California Schools*, XX (January, 1949), 6-20.

The data in Figure 1 serve to indicate why three-fourths of these 8,723 new teachers are needed at the elementary school level, while only one-fourth will be needed at the secondary school level. Although the over-all increase in California's population since 1940 has been 44 per cent, the increase has not been uniform in all age groups.¹ The increase in the age groups below 24 years, corresponding to levels of school enrollment, has varied from 11 per cent to 112 per cent. This uneven distribution of population increase, shown graphically in Figure 1, indicates that as the children now in the kindergarten-primary age group advance through higher school grades, the need for teachers in those grades will increase proportionately year by year.

THE SUPPLY OF TEACHERS

What are the sources of supply from which California may obtain the 8,700 new teachers needed to teach its boys and girls when school opens next fall? There are three important sources of supply of teachers in California: (1) teachers in training who will obtain credentials this year; (2) additional emergency teachers; and (3) out-of-state trained teachers.

1. *Graduates of Teacher-Education Institutions*

Each of 31 accredited teacher-education institutions in California was asked to estimate the number of credential candidates expected to complete their training for credentials during the calendar year 1949.

¹ Based on population studies made by the research staffs of the California State Chamber of Commerce and the California Teachers Association.

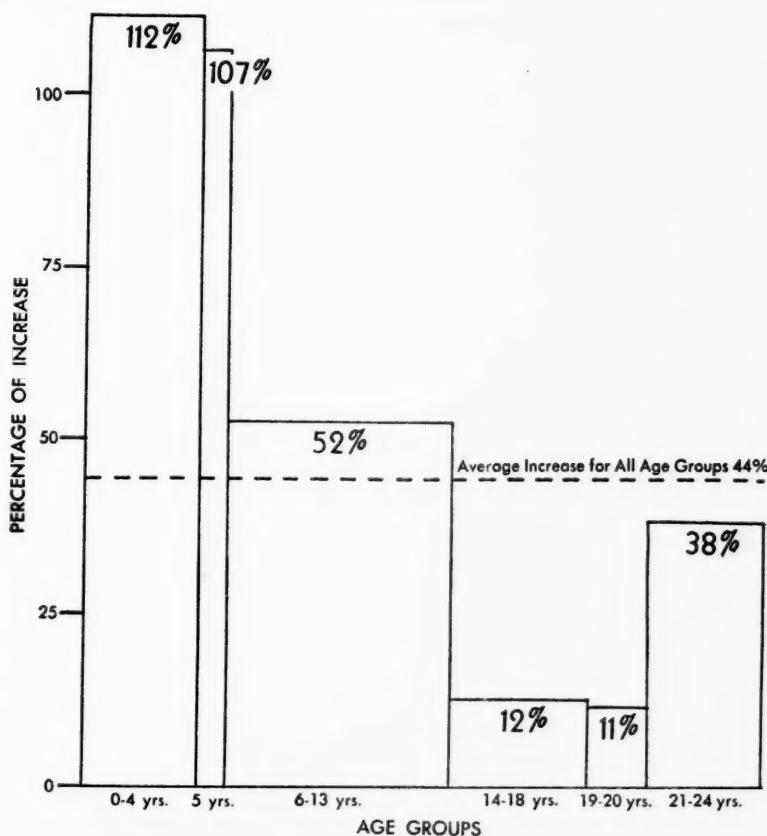


FIGURE 1. Percentage of Increase in the Population of Various Age Groups in California, 1940-48

They were also asked to list the number of credential candidates who had completed their training during the calendar years 1948, 1945, and 1941. Table 5 is a summary of the results of this questionnaire.

The total number of candidates for credentials who expect to complete their training in 1949 is 5,028, an increase of 64 per cent over the total number trained in 1948, and 35 per cent over the total number trained in 1941, which is usually considered a normal year. Of the 5,028 new teachers now qualifying themselves for credentials, 1,635 will be elementary school teachers and 2,856 will be secondary school teachers.

California is training one and three-fourths times as many secondary school teachers as elementary school teachers, whereas the demand in the elementary field is more than three times as great as in the secondary field. The increase in number of candidates for secondary credentials in 1949,

as compared with 1948, is 94 per cent, while the increase in number of candidates for elementary credentials over the same period is only 50 per cent.

Particularly large increases are to be noted in numbers of candidates who will receive secondary credentials with majors in the fields of Latin (500 per cent), women's physical education (450 per cent), French (343 per cent), social studies (250 per cent), and English (209 per cent). Tables 4 and 5 indicate clearly that California will have an oversupply of regularly credentialed teachers in the usual academic teaching fields at the secondary level while at the same time experiencing a shortage in certain specialized areas and a very critical shortage of elementary school teachers.

TABLE 5

NUMBER OF CANDIDATES FOR CREDENTIALS COMPLETING TRAINING, AS REPORTED BY TEACHER EDUCATION INSTITUTIONS, ACCORDING TO TYPES OF CREDENTIALS

TYPE OF CREDENTIAL	NUMBER OF STUDENTS COMPLETING PREPARATION IN THE CALENDAR YEAR OF				Percent- age of increase 1949 over 1948
	1949 (est.)	1948	1945	1941	
Administration*	495	441	154	505	12
Adult Education	5	5	2	5	
General Elementary	1,482	984	614	1,348	51
General Secondary: (Total)	(1,703)	(579)	(218)	(844)	(194)
Art major	52	30	11	45	73
Business Education major	64	23	5	24	178
English major	324	105	50	139	209
Language major (Total)	(114)	(34)	(32)	(69)	(235)
French	31	7	5	22	343
German	13		3	10	100
Latin	12	2	12	10	500
Spanish	57	24	12	26	138
Italian	1	1		1	
Life Science major	101	40	5	57	153
Mathematics major	74	35	12	39	111
Music major	64	21	14	41	205
Physical Education (Men)	110	58	2	45	90
Physical Education (Women)	88	16	17	35	450
Physical Science major	85	26	4	43	227
Social Studies	567	162	56	234	250
Other majors (not specified)	60	29	10	73	107
Health and Development					
Junior College	64	77	8	71	—17
Junior High School*	81	75	48	145	8
Kindergarten-Primary	153	108	73	159	42
Special Secondary: (Total)	(1,008)	(743)	(260)	(629)	(36)
Agriculture	29	21		2	40
Art	111	64	37	68	73
Business Education	62	48	21	47	30
Homemaking	53	36	36	76	47
Industrial Arts	128	114	12	82	12
Librarianship	15	12	7	27	25
Mentally Retarded Child					
Music	189	112	69	130	69
Physical Education—Men	253	205	22	107	23
Physical Education—Women	106	91	49	66	16
School Psychologist	6				600
School Psychometrist	10				1,000
Speech	38	31	7	24	23
Speech Correction	8	7			14
Supervision	37	49	13	20	—24
Total	5,028	3,061	1,390	3,726	64

* University of California (Berkeley) includes supervision with administration and includes junior high school with general elementary.

Table 6 shows the number of credential candidates being trained by each of the 31 teacher-education institutions of the state. Although a few institutions still have not come up to their prewar training levels, a large measure of credit is due the faculties of these colleges and universities for the 75 per cent over-all increase of new elementary and secondary teachers to be graduated this year. In this connection it is interesting to note that the two newly established state colleges—Sacramento State College and Los Angeles State College—report over 60 per cent of all students enrolled to be in teacher education this year.

2. Additional Emergency Teachers

Figure 2 shows graphically the relationship of teacher supply and demand for the coming school year. The number of new teachers who expect to be ready for teaching in elementary and secondary schools, as shown in Figure 2, is taken from data supplied by the 31 teacher-education

TABLE 6

NUMBER OF CANDIDATES FOR CREDENTIALS COMPLETING TRAINING IN TEACHER-EDUCATION INSTITUTIONS

Name of institution	Total number expected to complete training	Percent-age of increase over 1948	Percent-age of increase over 1941	Number expected to complete training 1949					
				Kgt. Pr.	Gen. Ele.	Jr. Hi.	Gen. Sec.	Sp. Sec.	Others
University of Southern California	1,371	10	14	20	250	6	600	168	327
University of California (Berkeley)	461	38	-18	---	110	2	265	4	80
University of California (Los Angeles)	444	53	-24	19	114	---	210	90	11
San Francisco State College	313	66	2	18	140	7	69	54	25
San Jose State College	295	32	-4	25	85	5	25	155	---
University of California (Santa Barbara College)*	262	13	2	10	55	30	---	157	10
College of the Pacific	255	86	227	---	80	---	96	55	24
San Diego State College	215	55	187	14	70	24	45	62	---
Stanford University	176	35	27	---	38	---	98	---	40
Whittier College	166	134	11	11	75	---	50	26	4
Claremont Graduate School	145	12	16	---	8	---	81	---	56
University of Redlands	130	37	16	---	62	1	30	20	17
Occidental College	104	17	14	---	58	---	27	19	---
Chico State College	96	17	-26	---	29	---	31	36	---
Fresno State College	78	18	-42	6	34	---	6	31	1
Sacramento State College	72	---	---	2	37	3	12	18	---
Los Angeles State College	69	2,200	---	10	52	---	2	5	---
George Pepperdine College	50	---	---	---	25	---	---	25	---
Humboldt State College	39	26	8	1	13	1	3	15	6
Immaculate Heart College	43	---	---	6	20	---	8	1	---
San Francisco College for Women	34	6	209	---	25	1	8	---	---
Mount St. Mary's College	33	18	43	---	29	---	4	1	30
California State Polytechnic College	31	48	---	---	---	---	1	30	---
Dominican College	31	19	82	9	16	---	6	---	---
Californian College of Arts and Crafts	30	130	200	---	---	---	---	30	---
LaVerne College	25	-17	-47	---	24	1	---	---	---
University of San Francisco	23	---	---	---	---	---	23	---	---
Mills College	17	70	---	2	9	---	3	3	---
Chapman College	16	33	---	---	12	---	---	4	---
College of the Holy Names	12	20	-20	---	12	---	---	---	---
Loyola University of Los Angeles†	---	---	---	---	---	---	---	---	---
Total	5028	---	---	153	1482	81	1703	1008	601

* Santa Barbara State College became a part of the University of California July 1, 1944.

† Accredited for teacher education beginning July 1, 1949.

institutions as presented in Table 5. The number of newly trained elementary teachers shown in Figure 2 (1,635) is made up of the kindergarten-primary candidates (153) and the general elementary candidates (1,482) shown in Table 5; the number of newly trained secondary school teachers shown in Figure 2 (2,856) is made up of the totals shown in Table 5 of candidates for junior high school credentials (81), general secondary credentials (1,703), special secondary credentials (1,008), and junior college credentials (64). A comparison of the number of candidates being prepared for teaching next year with the number of new teachers that will be needed indicates that California is training about

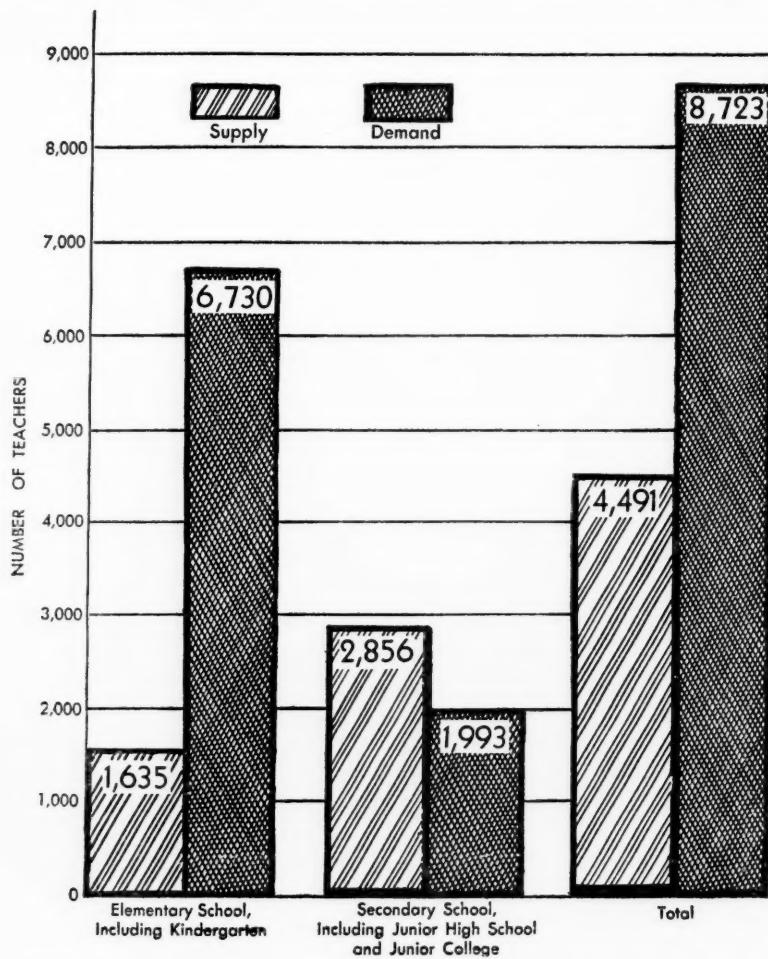


FIGURE 2. Comparison of the Anticipated Supply of New California-Trained Teachers with Demand for New Teachers, 1949-50, by Teaching Levels

half the number of teachers actually needed.* The excess of demand over supply will have to be made up, as in the past few years, by employment of emergency teachers. It seems clear that as the gap widens between the number of fully qualified new teachers and the number needed, California will have to rely even more heavily upon certification of emergency teachers, particularly on the elementary school level.

It should be explained that the estimate of 8,723 new teachers needed for the school year 1949-50 does not take into consideration the number of teachers who are needed to replace those now teaching on the emergency basis. How many of these 13,000 emergency teachers are in the process of preparing themselves to meet regular credential requirements or how many ever intend to meet the regular standards has not been determined. If, eventually, a sizeable proportion of emergency teachers must be replaced by new teachers, the number of new teachers actually needed will, in reality, be considerably higher. Any long-term estimate of teacher supply and demand must await the answers to these questions about the emergency teacher. Such a survey is now being conducted among the holders of emergency elementary and kindergarten-primary credentials.

3. Out-of-State Trained Teachers

In the school year 1947-48, California trained less than half the teachers needed. Where did the additional teachers needed to teach our boys and girls come from, and from what source will California recruit the additional 4,232 needed this fall? Fortunately, California attracts a constant stream of out-of-state teachers. The Credentials Office estimates that about three-fourths of the candidates applying directly to the State Department of Education for credentials during the past two years have been trained out-of-state. This tremendous influx of teachers accounts for a large portion of the new teachers recruited for California classrooms. As California will need 8,723 new teachers this year and at least that many each year for the next ten years, it is obvious that these additional teachers must be recruited either from out-of-state or by persuading more California young people to go into the teaching profession. The recruitment of additional teachers thus looms as one of the most challenging problems of teacher education today.

4. Recruitment Practices

An active recruitment program has been carried on by the California Teachers' Association for the past several years. Various recruitment measures have been reported which are efforts to convince more young people of the desirability of going into the teaching profession. The State

* This estimate of new teachers available is based on the assumption that all the reported credential candidates will complete their training and take positions in California public schools.

colleges carry on an active recruitment program in the high schools through the counseling and guidance services of those schools. Several of the large city school systems of the state have employed a person with the full-time responsibility for recruiting teachers. The California Congress of Parents and Teachers is offering scholarships to outstanding young people who declare their intention to serve as teachers in the public elementary schools of the state.

Some of the junior colleges of the state have, since 1947, offered an introductory course in education as a means of interesting young people in becoming teachers. A recent survey of the State's 53 day junior colleges was made by questionnaire to ascertain the number giving such a course, the number enrolled in the courses, and the objectives of these courses. Table 7 presents the results of this survey.

TABLE 7
CALIFORNIA JUNIOR COLLEGES OFFERING A ONE-SEMESTER
INTRODUCTORY COURSE IN EDUCATION

JUNIOR COLLEGE	SEMESTER HOURS OF CREDIT	ENROLLMENT IN COURSE		
		1948-49	1947-48	1946-47
Bakersfield	3	15	10	
Chaffey (Ontario)	3	29	23	
Compton	2	54		
Hartnell College (Salinas)	3	20		
Marin, College of (Kentfield)	2	43	58	
Modesto	2-4	34	30	30
Mount San Antonio (Pomona)	3	72	42	
Pasadena	3	47	25	
Reedley	1	48		
San Bernardino Valley (San Bernardino)	3	35		
San Francisco	3	65	68	65
Taft	3	15	10	
Vallejo	3	25	35	
Ventura	3	32	29	
Yuba County (Marysville)	3	26		

Fifteen junior colleges reported that "Introduction to Education," or a similar course, is now offered, and answered "yes" to the question, "Do you plan to offer this course this next year?" The objectives of the course most frequently checked in the questionnaire were as follows:

1. To stimulate interest in teaching as a career
2. To present data concerning the teacher shortage and its effect upon the welfare of the nation
3. To provide general knowledge of the place and function of the school as a social institution
4. To provide general knowledge of the role of the teacher as a community leader

The following objectives were most frequently added in replies to the questionnaire:

1. To give students who expect to teach an orientation to education, opportunities for observation, and limited practice teaching as a foundation for more intensive teacher training courses or as preparation for obtaining the emergency elementary credential
2. To provide a broad knowledge of the organization and administration of education on a national, state, and local basis.

In spite of all present recruitment practices, the data from the supply and demand surveys reported in this article all point to the conclusion that *the greatest need for education in the state today is the recruitment of more qualified young people to the teaching profession.*

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

RETIREMENT OF RICHARD S. FRENCH

RICHARD SLAYTON FRENCH, Superintendent of the California School for the Blind at Berkeley for the past 26 years, retired from public service on January 31, 1949.

Under Dr. French's administration, the California School for the Blind has performed a splendid service. He had earned a notable reputation in education and in the special field of education of the blind before accepting the superintendency of the state school on appointment by Superintendent of Public Instruction Will C. Wood in 1922. His retirement from the position that he has filled with rare ability and public spirit will be regretted deeply by colleagues throughout the nation. Dr. French deferred his intended retirement for some months at my request. We hope to name a successor in the near future.

Dr. French is a member of a prominent pioneer family of San Bernardino. He graduated from the University of California in 1906, and holds the Ph.D. degree in education and psychology from that university. His first professional experience, 1907 to 1911, was as senior teacher in the School for the Blind. Later he went into public school administration, serving as principal of high schools at Los Banos and Crockett until 1918, when he joined the staff of the School of Education of the University of California at Berkeley. After his appointment as Superintendent of the School for the Blind, he continued to serve on the University faculty as a special lecturer until 1947.

Dr. French has made special studies of sight conservation and the effects of blindness on mentality. He is the author of several books, including a social and educational study of the blind, *From Homer to Helen Keller*, published by the American Foundation for the Blind in 1932, and *An Introduction to the Problem of Sight Conservation*, a manual for teachers published by the State Department of Education in 1937. He has served on an international commission for education of the blind, and is a member of many honorary professional organizations. He is also well known as an expert amateur horticulturist and landscape gardener.

Dr. and Mrs. French will make their home in the future at Orinda, California.

APPOINTMENTS TO STAFF

The appointment of WILLIAM R. BLACKLER to succeed Ira W. Kibby as Chief of the Bureau of Business Education was effective November 1, 1948. Dr. Blackler has been Assistant State Supervisor of the Bureau since November, 1945. From 1942 to 1945 he served in the War Production Training program as a special supervisor, and previously had served in the Bureau as supervisor of research and teacher training.

Dr. Blackler is a native of Utah and a graduate of the University of Utah in the field of business and economics. He holds the master of science degree from the University of California and the degree of doctor of commercial science from New York University. He has conducted classes in specialized business fields in Salt Lake City public schools, the University of Nevada, the College of the City of New York, New York University, and numerous summer sessions.

RULON C. VAN WAGENEN was appointed Regional Supervisor of Distributive Education in the Bureau of Business Education, effective February 1, 1949. Mr. Van Wagenen has been director of distributive education in the Fresno public schools since 1941, and has had eighteen years' experience in management, personnel training, and research in the retail field. He is a graduate of Brigham Young University and holds the master's degree in merchandising from New York University. His headquarters will be in the Library and Courts Building at Sacramento.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN

NEW PUBLICATIONS

Salaries of Certificated Employees in California Public Schools, 1948-49.

Prepared by Bureau of Education Research: Henry W. Magnuson, Chief of Bureau; Byron C. Curry, Consultant; Peter J. Tashnovian, Research Technician. Sacramento 14: California State Department of Education, January, 1949. Pp. vi + 10.

This pamphlet presents the results of the third annual survey of salaries of certificated personnel in the public schools of California, compiled by the Bureau of Education Research from reports furnished by school districts and county school officials.

As in the study for 1947-48, the distribution of full-time teachers' salaries within a range from \$2,400 to \$6,000 is shown by intervals of one hundred dollars, according to school level and size of district. Tables are provided for comparison of medians representing each of the three years, 1946-47, 1947-48, and 1948-49. This year, because of many requests for

additional information, a study of the salaries of administrative and specially classified personnel has also been included.

Copies of the pamphlet have been distributed to county, city, and district superintendents of schools, and to principals of secondary schools. The supply of this publication is limited. Single copies may be requested from the Bureau of Textbooks and Publication, State Department of Education, Sacramento 14, California.

Vocational Education in the Junior College: A Handbook. Prepared by a Committee Representing the California State Junior College Association, the California Association of Adult Education Administrators, and the California State Department of Education. Sacramento 14: California State Department of Education, February, 1949. Pp. viii + 88 (photo-offset from typewritten copy).

This publication presents the philosophy, objectives, and techniques of vocational training in junior colleges. Chapters are included on the use of advisory committees, occupational surveys, and guidance services; on co-ordination and articulation, administration, and finances; and on each of the four principal areas of vocational education, namely, agriculture, business, homemaking, and trade and industry.

Distribution of the handbook has been necessarily limited to junior college administrators and other persons immediately concerned with the problems with which it deals. Single copies may be requested from Wesley P. Smith, State Director of Vocational Education, State Department of Education, Sacramento 14.

Vocational Rehabilitation: A Service for the Disabled—A Partnership that Pays. Sacramento: Bureau of Vocational Rehabilitation, California State Department of Education, 1949. Pp. 16.

This pamphlet presents briefly, in illustrated form, the most important facts about the need in California for vocational rehabilitation of disabled citizens, and the assistance offered toward this goal by the Bureau of Vocational Rehabilitation under a plan which makes Federal funds available for part of the cost. A two-page outline map of the state shows district boundaries and location of Bureau offices, and carries a tabulation of case-loads by districts. Cost of services rendered, occupations and average wages of rehabilitants, and comparisons of current costs and results with unmet needs are compactly set forth in tables and charts. The use of both brown and green ink on buff paper makes the text attractive.

Single copies of the pamphlet may be secured on request to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

SUPREME COURT DECISIONS

Validation of Bonds for Unauthorized Purpose by Validating Act of 1948

The provision in the Validating Act of 1948 providing "This act shall also operate to supply such legislative authorization as may be necessary to validate any such proceedings heretofore taken which the Legislature could have supplied or provided for in the law under which such acts or proceedings were taken," is sufficient to validate bonds theretofore voted for an unauthorized purpose (distinguishing *Board of Supervisors v. Cothran*, 84 Cal. App. 2d 679). (*City of Fairfield v. Hutcheon*, 33 A. C. 449.)

Vote Required for Issuance of Bonds

Under Section 18 of Article XI of the State Constitution, the vote required for the issuance of bonds is two-thirds of the qualified electors of the county, city or school district voting at the bond election. (*City of Fairfield v. Hutcheon*, 33 A. C. 449.)

ATTORNEY GENERAL'S OPINIONS

Effect of Formation of New High School District on Attendance of Eleventh and Twelfth Grade Pupils of Four-year Junior College

In the event an elementary district located within a high school district coterminous with a junior college district maintaining a four-year junior college withdraws from the high school district (Education Code Sections 3591 et seq.) and is formed into a new high school district, eleventh and twelfth grade pupils residing in the new high school district must attend high school in the new high school district (Education Code Sections 8722 and 10522) unless their attendance in another district is authorized by Education Code Section 1503, and the junior college district cannot compel their attendance upon the junior college. (AGO 48-288; 13 Ops. Cal. Atty. Gen. 41.)

DEPARTMENTAL OPINION**Jurisdiction of County Supervisor of Attendance**

A county supervisor of attendance does not, under Education Code Section 16791, have jurisdiction in any area within the county which is under the jurisdiction of a supervisor of attendance employed by the governing board of a city school district or jurisdiction in any area outside the boundaries of the county. Where a school district which is not a city school district lies in two or more counties, the supervisor of attendance of each county has jurisdiction only over that portion of the district lying in such county. (Memorandum, Administrative Adviser to Assistant Division Chief, Division of Public School Administration, January 14, 1949.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a special meeting held in San Francisco, February 19, 1949.

Amendment of Approved List of Educational Organizations

The Board approved the relisting, under the new name of "California Association of School Administrators," of the organization previously known as "The Association of California Public School Superintendents," which was approved on July 9, 1948, under Education Code Section 4861, as an organization to which membership fees may be paid from school district funds during the school year 1948-49.

Revocation of Credentials

The Board, in accordance with Education Code Section 12754, revoked all credentials for public school service previously issued to Henry Leskovec, Bernice Dorothy Lansberry, and William Brent Morris.

Amendments and Additions to Rules and Regulations

The Board changed its rules and regulations by, repealing, amending, or adding sections of Title 5, Education, of the California Administrative Code, as shown in the following paragraphs.¹

Requirements for the Bachelor of Science Degree. In order to authorize the State colleges to grant the Bachelor of Science degree at the earliest possible time, the Board, under authority of Sections 20452 and 20481 of the Education Code, amended certain portions of Article 4, Subchapter 4, Chapter 1 of Title 5 of the California Administrative Code, all relating to the State colleges, and adopted said regulations as emergency regulations. The heading of Article 4 and of Section 924, and the text of Sections 924(h), 926(a), 926(f), 926(i), 931(b), 932, 933, 955(a), and 956(b) were amended so as to include the words "and the Bachelor of Science degree" or "or the Bachelor of Science degree" immediately following the words "Bachelor of Arts degree" wherever they appear therein.

Methods of Applying for a Credential. Subdivision (b) of Section 201 of Title 5 of the California Administrative Code was amended to read:

201 (b) METHODS OF APPLYING FOR A CREDENTIAL. A qualified applicant may secure a credential either (1) upon the recommendation of a California teacher education institution approved by the State Board of Education to offer the training, and

¹ NOTE: The revised rules will appear in Register 15, No. 5, of the California Administrative Code, dated March 5, 1949, and will thereafter be separately published by the State Department of Education for distribution to school administrators.

to make the recommendation, for the credential, or (2) upon direct application to the Commission of Credentials.

Section 201.1 was added to the same title to read:

201.1. DIRECT APPLICATION. A direct application may be made to the Commission of Credentials through the office of a county superintendent of schools. A credential so issued by the Commission on an application so made shall be transmitted together with the transcript and other materials submitted by the applicant, not retained by the Commission, to the county superintendent of schools for delivery to the applicant. The applicant shall be notified by the Commission of its action.

Special Secondary Limited Part-Time Credential in Industrial Arts Education. Article 19.1 was added to Subchapter 2 of Chapter 4 of Title 5, California Administrative Code, to read as follows:

Article 19.1. Special Secondary Limited Part-Time Credential in Industrial Arts Education

309. APPLICATION. An applicant for the special secondary limited part-time credential in industrial arts education shall comply with the procedure prescribed for application by submitting to the Commission of Credentials:

(a) Original letters verifying the last two years of teaching experience (if any).

(b) Official transcripts of record listing all college and university courses completed and verifying completion of a program including the following minimum requirements:

(1) Possession of a valid special secondary vocational Class A credential in trade and industrial and public service education which requires completion of 22 semester hours of vocational teacher training.

(2) Completion of an additional 18 semester hours of teacher training distributed as follows:

<i>Subject Group</i>	<i>Semester Hours</i>
Industrial arts education, history, philosophy, curriculum, and methods	6
Social studies and/or English	6
Natural or physical science and/or mathematics	6
<i>Total</i>	<i>18</i>

(3) Postponement of Requirements. (A) In the event that no applicant who qualified under (2) is available, these specific requirements may be postponed on the basis of a specific request by a superintendent of schools or a high school principal.

310. AUTHORIZATION FOR SERVICE. The special secondary limited part-time credential in industrial arts education authorizes the holder, while engaged in teaching vocational trade and industrial subjects, to teach the subjects to be named in the credential in an industrial arts program in elementary and secondary schools not to exceed half time.

310.1. TERM. The special secondary limited part-time credential in industrial arts education may be issued for a one-year period and may be renewed for periods

of five years upon verification of one year of successful teaching experience in industrial arts subjects in the public schools of California, and by otherwise complying with provisions of Section 202, provided that any special secondary limited part-time credential in industrial arts education issued under the provisions of Section 309(e) (3) may be renewed for one-year periods only until all regular requirements for the credential have been completed and such one-year renewals shall be made only upon the basis of a specific request submitted by a superintendent of schools or a high school principal.

Adult Education Credential for Teaching Lip Reading to the Hard-of-Hearing Adult. Subdivision (b) of Section 391 of Title 5 of the California Administrative Code was amended to read as follows:

391 (b) Twelve semester hours, or the equivalent, of professional training in lip reading, distributed approximately as follows:

- (1) Four semester hours, or the equivalent, in instruction in lip reading, or verification of ability to read lips in normal conversation.
- (2) Five semester hours, or the equivalent, in theory and method of lip reading.
- (3) Two semester hours, or the equivalent, in problems in lip reading, including psychology, mental hygiene, and technique of speech.
- (4) Directed teaching in lip reading, one semester hour.

Emergency Credentials. The Board repealed Section 610, added Sections 606, 610(a), 611, 615(e), and 616, and amended Sections 615(c) and 615(d) of Title 5, California Administrative Code, all relating to emergency credentials for public school service. The text resulting from these changes reads as follows:

606. SUBMISSION OF APPLICATIONS. All applications relating to emergency credentials must be submitted to the Commission of Credentials, State Department of Education, Sacramento 14, California, in the manner prescribed by this chapter.

610. (a) ROUTING OF APPLICATION. An applicant for an emergency credential expecting to serve in a district not having a superintendent of schools must submit his application through the county superintendent of schools having jurisdiction over the district in which he expects to serve. An applicant for an emergency credential expecting to serve in a district having a superintendent of schools must submit his application through the district superintendent of schools to the county superintendent of schools of the county in which the district is located. An applicant for an emergency credential expecting to serve under a state agency must submit his application through the state agency concerned. The county superintendent or head of the state agency must submit each completed application to the Commission of Credentials.

611. ISSUANCE. A credential so issued by the Commission on an application so made shall be transmitted together with the transcript and other materials submitted by the applicant, not retained by the Commission, to the county superintendent of schools or head of the state agency for delivery to the applicant. The applicant shall be notified by the Commission of its action.

615 (c) STATEMENT OF NEED. A statement of need signed by the county superintendent of schools, or by the superintendent of schools of the district and approved

by the county superintendent of schools, or by the head of the state agency concerned, as the case may be. Such statement shall indicate that no qualified, regularly certificated applicant of the type needed is available, and that the applicant, if granted the emergency credential, will be employed in a specified position. The superintendent of schools of the district and the county superintendent of schools or the head of the state agency shall further state that the placement bureaus of the leading educational institutions of the State have been contacted and that a regularly certificated applicant of the type needed is not available.

615 (d) **Fee.** The required fee in the form of a money order or certified check.

615 (e) (Effective May 1, 1949) Duplicate fingerprint cards in the form prescribed by the Commission of Credentials upon which shall appear the following:

- (1) The fingerprints of the applicant.
- (2) The signature of the applicant.
- (3) The date and place where the prints were taken.
- (4) The signature of the person taking the prints.

The fingerprints shall be taken by an officer or employee of the State or of any political subdivision thereof.

Any applicant who has previously submitted legible fingerprints in connection with any application for credentials shall not be required to submit additional finger-print cards.

616. **Validity.** An emergency credential issued on a statement of need signed or approved by a county superintendent of schools or by the head of a state agency, shall be valid for service only in the county and school districts under the jurisdiction of such county superintendent of schools or of the state agency for which it was requested.

LOOKING AHEAD IN SCHOOL DISTRICT REORGANIZATION

At the invitation of the State Commission on School Districts, the State Board of Education called a special meeting in San Francisco on February 19, 1949, for the purpose of holding a joint session with the Commission. The program of school district reorganization that has been carried on under direction of the Commission since 1946 was reviewed. Under present law, the Board will inherit all powers and duties of the Commission on School Districts on October 1, 1949. Gilbert H. Jertberg of Fresno, Chairman of the Commission, presided at the joint meeting.

Both the chairman and George H. Geyer, State Survey Director for the Commission, stated that the Commission and its staff were planning to cease operations this year, and that no recommendations or requests for legislative extension of the Commission's life had been submitted to the Legislature or the Governor by any representative of the Commission. Roy E. Simpson, Superintendent of Public Instruction, informed the Board and the Commission that in accordance with this policy of the Commission he had submitted a request in the Governor's budget for

authorization of the employment of a survey staff in the Department of Education, to provide the Board with personnel for carrying on the reorganization program.

Dr. Geyer stated that under the Commission's program, 115 separate school districts had voted to form nine new unified school districts, including one county-wide district (Mariposa), and one which includes all but two of 16 elementary school districts in the county (Plumas). In addition, a new union high school district in Santa Clara County and a new junior college district in Contra Costa County were created. The reorganizations in every case resulted from local district elections, after the recommendations of local survey committees had been approved by the State Commission. Dr. Geyer informed the Board that approximately 50 school district reorganization elections are expected to be held in the fall of 1949, and that approximately 450 public hearings on recommendations of local survey committees would be involved.

The joint meeting was notable for the number of visitors present representing professional and citizens groups concerned with public school problems.

Howard A. Dawson, of the National Commission on School District Reorganization, a body sponsored by the National Education Association, said California's system of separate school districts for elementary and high schools should be carefully examined, and emphasized the importance of study by local citizens in planning district reorganizations.

Hollis P. Allen, a school consultant to the Commission on Organization of the Executive Branch of the Government, of which Herbert Hoover is chairman, urged that the life of the California Commission on School Districts be extended at least two years. His recommendation was supported by Mrs. E. Bornholdt, representing the California League of Women Voters, and by Thomas Nelson, Superintendent of Schools, City of Berkeley, and others.

Members of the Legislature present included Senator Fred Weybret, of Monterey and San Benito counties, and Assemblymen Francis Dunn, Jr., of Oakland, chairman of the Assembly committee on education, Ernest R. Geddes of Pomona, and Robert C. Kirkwood of Saratoga. Mr. Geddes proposed that very careful consideration be given to the need for continuing the life of the Commission, on the grounds that the burden of its duties might be very heavy for the State Board of Education to undertake at this stage in the program of reorganization.

Among other organizations represented at the meeting were the California State Chamber of Commerce, the California Taxpayers Association, the California Farm Bureau Federation, the California Congress of Parents and Teachers, the California School Trustees Association, the California Association of School Administrators, and the California Teachers Association.

TWO NEW PUBLICATIONS OF THE CALIFORNIA STATE HISTORICAL ASSOCIATION

In the Diggings in Forty-Nine is the title of a volume published in 1948 by the California State Historical Association, trustees of which are the members of the State Board of Education. The author of the book is Owen Cochran Coy, Executive Secretary of the Association, who has spent more than 35 years in close study of California history and promotion of interest in this subject on the part of teachers and the general public. Early chapters deal with the origins and distribution of gold in the Sierra Nevada and with the widening of mining activity from the valley of Coloma in the first year of the gold excitement. Four chapters on the American River mines, the Mother Lode, the Yuba and Feather river mines, and the Trinity-Klamath mining region give detailed treatment to the area covered by the gold hunters, which before the end of the 'fifties encompassed more than ninety thousand square miles. Details of the mining methods used are described in the final chapter on "Miner's Ways."

Sixteen illustrations include three original maps by the author, giving locations of the various diggings. A bibliography and index are provided. The book contains 144 pages and is 7½ by 10 inches in size. It is a product of the California State Printing Office and has an amusing colored jacket suggested by Ralph Titus, Assistant State Printer. The price is \$3.00.

The Association has also published Dr. Coy's *Map of the Sierra Nevada Gold Area*, which is 36 by 72 inches, on a scale of 1½ miles to the inch. This map is obtainable in three sections, unmounted, on paper, at \$3.00, or mounted in one piece on cloth with rollers, at \$10.00.

Orders for these publications may be placed with the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14. Remittance must accompany all orders except those from school districts or other public agencies. Sales tax must be included on California orders.

PI LAMBDA THETA AWARDS FOR RESEARCH

Two awards of \$400 each for significant research studies are announced by Pi Lambda Theta, national association for women in education. The awards will be made on or before August 15, 1949, from the Ella Victoria Dobbs Fellowship Fund. Unpublished studies may be submitted on any aspect of the professional problems and contributions of women, either in education or in some other field. Among others, studies of women's status, professional training, responsibilities and contributions to education and to society, both in this country and abroad, will be acceptable.

A study may be submitted by any individual, whether or not engaged at present in educational work, or by any chapter or group of members

of Pi Lambda Theta. Three copies of the final report of the completed research study shall be submitted to the Committee on Studies and Awards by June 1, 1949. Information concerning the awards and the form in which the final report shall be prepared will be furnished on request addressed to Alice H. Hayden, Chairman of Committee on Studies and Awards, University of Washington, Seattle 5, Washington.

NATIONAL MUSIC WEEK, MAY 1 TO 8, 1949

With particular emphasis on the importance of music in children's education, the twenty-sixth annual National Music Week will be observed this year from May 1 to 8.

The theme of this year's observance is "Music Strengthens Friendly Ties—of Individuals, Groups, Nations." Observance in the schools will include open-house demonstrations to the community of class instruction in piano, stringed and other instruments. School bands, orchestras, glee clubs, choirs, and other organizations will participate in special Music Week assemblies, and will take part in city-wide festivals of music talent in many communities.

Thirty-three national organizations are represented by their chief officers on the Active Committee for National Music Week. President Truman is Chairman of the Honorary Committee.

Copies of the official poster for National Music Week, measuring 17 by 22 inches, are available for schools and other institutions on request to the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois.

RECRUITMENT OF TEACHERS FOR SCHOOLS FOR DEPENDENTS OF U. S. ARMY PERSONNEL

Charles C. Furman, Chief of the Recruitment Section, Overseas Affairs Branch, Civilian Personnel Division, Department of the Army, has sent the following information to the Office of Teacher Placement, University of California, with the request that it be announced as widely as possible among California teachers:

Interviewers will be at the University of California, Office of Teacher Placement, 207 Administration Building, at dates to be selected (sometime between March 15, and May 15, 1949) for the purpose of recruiting teachers for the Dependents Schools Program in Europe and the Far East.

The greatest need is for elementary school teachers. Women under forty and men under fifty, with two years of recent teaching experience and possessing general credentials for the State will be eligible to apply. The rating for teachers is P-2, with a yearly salary of \$3727.20.

As additional information is received by the University of California, it will be given to the newspapers.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

BECKER, MAY LAMBERTON. *First Adventures in Reading: Introducing Children to Books*. Philadelphia: J. B. Lippincott Company, 1947. Pp. xiv + 286.

BETTS, EMMETT ALBERT. *Basic Reading Practices*. Reprinted from *Visual Digest*, Winter, 1948. Philadelphia 22: The Reading Clinic, Department of Psychology, Temple University, 1948. Pp. 8.

DOUGLASS, HARL R., and GRIEDER, CALVIN. *American Public Education*. New York: The Ronald Press Company [1948]. Pp. xii + 594.

DUGGAN, STEPHEN, and DRURY, BETTY. *The Rescue of Science and Learning: The Story of the Emergency Committee in Aid of Displaced Foreign Scholars*. New York: The Macmillan Company, 1948. Pp. xii + 214.

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